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ABSTRACT

Currently, roles are changing for men and women and the combination of work and family roles is a challenge to many young people. High school students' life plans and the relationship of some antecedent factors to homemaking and career commitment were explored. Subjects (N=854), 9th and 12th grade students, completed questionnaires containing items and factors taken from several longer questionnaires investigating life plans, career motivation, self-concept, and context measures. Data indicated that girls chose as equally high educational goals as boys, and chose higher level realistic goals. A strong relationship was found between being Expressive and career commitment for both sexes, with a weaker, but significant, relationship between being Instrumental and career commitment. Girls and boys equally endorsed statements which indicated that career planning was a top priority. Boys did not differ from girls in their endorsement of a life plan which indicated equal sharing of the parent role, although the homemaking commitment was significantly higher for girls than boys. Change in social role expectations for boys was reflected in the positive relationships between the homemaking and career scales. (Author/NRB)

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The Importance of Family and Career Roles for High School Youth

by

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The Importance of Family and Career Roles

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The purpose of the study was to describe high school students' life plans and relationships of some antecedent factors to homemaking and career commitment. Today roles are changing for both men and women. More men are helping raise their children and more women are employed outside the home. The combining of work and family roles challenges young people today. It seemed important to describe the current thinking of young people of different ages, sexes, and socio-economic backgrounds. Because female activities related to preparation for marriage and family often compete with those related to academic and career plans, it was considered important to document how planning for both roles affected their career commitment.

In trying to understand the factors that contribute to the career and achievement motivation, of both boys and girls, as well as those factors that inhibit such motivation I have adopted a social learning model (Figure 1) similar to that proposed by Holland, 1973, Krumboltz, 1976, and Super, 1976. Antecedent to career and achievement motivation are certain background factors such as race, sex, social class, ability and family socialization. These background factors influence the child's developing self-concept. Self-concept factors found relevant to career and achievement motivation include self-esteem, sex role orientation, achievement style, values, and attributions, among others. The learned self-concept of the

adolescent interacts with the environment, in the school, home and community resulting in career achievement strivings behavior. The model in Figure 1 differs from other social learning motivation models in the kinds of self-concept and context variables considered relevant to include, rather than in the social learning theory on which it is based.

Insert Figure 1 about here

In an early study assessing variables represented in the model with 10th grade high school students (N=158) we found (Farmer, 1980), surprisingly, no sex differences and only one strong predictor of achievement and career motivation. This predictor was a measure of perceived support for the student's career motivation from their teachers, peers, community leaders, and family members. Although significant in the regression analysis, this variable only accounted for 5% of the variance suggesting that our other measures were not sensitive enough to pick up other dimensions contributing to career and achievement motivation.

We repeated this study with improved measures and a larger more representative sample in the fall of 1979.

Subjects

Subjects were 9th and 12th graders in 9 Illinois high schools balanced on rural, urban (cities of 75-90 thousand) and inner city (Chicago) locations. Summary statistics presented are based on the 1217 subjects who took all three questionnaires. Only subjects whose data were complete were used in the regression analyses (N=854). Table 1 provides some additional subject information.

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Insert Table 1 about here

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Measures

Measures reported on in this study are items and scales taken from three longer questionnaires each of which took 50 minutes to administer. Life Plan Items included: 1) boys responses on a 5 point Likert scale to the following: It is very important to me and my future happiness to share equally the parent role with my future wife or husband in addition to being employed; girls responses to: It is very important to me and my future happiness to share equally the financial support of my family with my future husband in addition to being a parent; 2) the career I expect to end up in is (scored with Duncan's SEI, Duncan & Featherman, 1972); 3) educational aspirations (scored on a scale from 1-5); and 4) careers I have dreamed about (Duncan SEI). Scores on these items are compared by sex. Items for the variables listed in Figure 1 in the Self-Concept, Context, and Criteria Blocks were factor analyzed using current data (N=854) in order to extract the most parsimonious set of variables for further analyses in testing hypotheses. Tucker and Lewis' (1973) procedure was used for determining how many factors to extract. Five factors emerged for each of the predictor blocks. In most instances logical scales emerged as factors and in a few cases scales combined. For example, the Mother and Father Support for Career and Achievement scales combined to form a Parental Support for Career and Achievement Scale. Alpha reliabilities (Cronbach, 1970) were obtained for each of the derived factors and are reported with each factor in Table 2. Items included on

factors were those with the highest absolute weights and those equal to at least half the highest absolute weight. Table 2 presents means and standard deviations for the factors as well. Table 3 presents the intercorrelations among these derived factors. It should be noted that most correlations are small or modest.

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Insert Table 2, 3 about here

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Criteria Measures

The measure used to determine career motivation was Super's Work Salience Inventory (WSI). This instrument was developed to assess several aspects of career orientation and job involvement which appear to be logically discrete (Super, 1976). Two of these aspects were examined in this study: WS Career and WS Homemaking.

The WS Career scale had 14 items and determines one's interest in long-term career prospects or advancement. The WS Homemaking scale had seven items assessing interest in having a home and participating in homemaking activities, in contrast with or in addition to a career.

Previous researchers (Angrist, 1970, Richardson, 1972) have suggested that career salience may be a more important predictor of female career achievement than their scores on career maturity or career interest measures. Career salience is similar in concept to need for achievement. It measures a person's self-concept in relation to such statements as "I want a job I can be really proud of; I think a lot about getting ahead in a job and planning for a career; and I view a career as giving meaning to my life" (Super, 1976). Need for Achievement is measured by

a person's projected description of themselves as someone who is goal oriented and interested in success (Atkinson, 1978).

Self-Concept Measures

The Bem Sex-Role Inventory (BSRI Bem, 1977) was used to measure the expressive and instrumental factors found by Moreland, Gulanick, Montague & Harren, 1978). The expressive factor had 14 items characterized by terms such as warm, helpful and sensitive to needs of others. The instrumental factor had 10 items characterized by terms such as assertive, has leadership abilities, competitive and individualistic. The Bem inventory was developed for college and older populations. Pilot testing with high school students indicated that the meanings of several items were not known to them. A list of definitions was developed and given to students to be consulted as needed. This approach worked well in that questions about item meaning dropped to zero.

Age related differences were examined for Bem's (1977) Expressive and Instrumental factors. Twelth graders scored higher on the Instrumental (p .000) but not on the Expressive.

Coopersmith's Self-Esteem Inventory (1967) was the source for the items measuring self-esteem. The items of interest here focussed on academic, familial, social and personal aspects of this domain. Generally, these items indicate how well one feels that he or she meets the expectations of others and of him/herself.

Competitive Achievement Style was comprised of two items. They were two of four competitive items used in the longer questionnaire. The two items retained assessed competitive feelings towards a classmate of the same sex and of the opposite sex respectively. The items dropped assessed competitive feelings toward bestfriends of the same and opposite

sex. The latter lacked reliability and were not correlated with the competitive classmate items. All four items were part of Lipman-Blumen and Leavitt's (1976) expanded Achievement Style Inventory. High scorers feel competitive towards a classmate of either sex who places first in the class on the final exams. Low scorer's do not feel competitive towards such a classmate.

Collaborative Achievement Style was comprised of four items representing all the collaborative items on the questionnaire. These items were part of the Lipman-Blumen and Leavitt (1976) expanded Achievement Style Inventory and assessed the student's feelings about earning an A on a class project completed jointly with another student. Two items were same sex, two opposite sex. High scorers feel good when they earn a high grade on a collaborative school project. Low scorers do not feel good about such an event.

Context Measures

Community Support for Womens' Careers. This measure assessed subjects' role expectations with respect to school, career, and family, from peers, teachers, employers, and family members. The measure has 13 items and uses a five point Likert response format. Birk and Tanny (1973) used these items previously and present some evidence for their construct validity. High scorers represent persons who perceive employers, teachers, peers, and family members as supportive of women's careers as well as men's. Low scorers represent persons who perceive a lack of support for women's careers.

Parental Support for Career and Achievement: This measure consisted of nine items, four assessed support from the mother and five from the father. Items were developed by project staff (author). Five items

were dropped because they did not correlate well with the other items on the measure and did not relate strongly on the factor. High scorers view both parents as encouraging them to take science and math courses, as interested in how well they do in school, and as interested in their success in a career. The 14 items on the questionnaire were actually 7 parallel items for each parent. Some items related well to the rest of the scale for one parent, but not for the other. An example was "Approves of my occupational goals", an item which worked well for the mother scale but not for the father scale. High scorers on this scale view their fathers as wanting them to get married and have a family as well as have a successful career and as encouraging them to talk about their future career plans. High scorers view their mothers as approving of their occupational (career) goals.

Teacher/Community Support for Achievement and Careers: This measure consisted of 9 items out of an original 17. Five items assessed teacher support and four community support. Students who score high on this measure view their teachers as caring about their future career plans, as interested in them as persons, not just in how well they do in school, as interested in how well a student does in the courses they teach, as encouraging both boys and girls to believe they can be good leaders for school projects, and as quick to help a student when they need it. The Community/School items assessed the students' perceptions of his or her neighborhood as one that had female as well as male doctors, engineers and or lawyers in it; as one that had male and female artists, writers and musicians in it, as letting men and women compete equally for the same jobs, and their school as supportive of educating both sexes so that a girl can get as good a job as a boy when she graduates.

School Support. This measure consisted of two items that were highly intercorrelated and factored out as a distinct cluster. They were originally on the School/Community Support cluster. They assessed students' perceptions of whether or not their school had courses that were exclusively for girls, or alternatively were exclusively for boys. High scorers believed their school did not have any such courses, whereas low scorers believed they did.

Personal Career Influencers: The final measure contributing to the context block involves personal career influencers. Of interest in this scale is the amount of influence other individuals in the students' lives (parents, teachers, friends) have in the establishment of career goals.

For the single item measures and the Career and Homemaking Factors it was predicted that:

1. Female realistic career choice, and educational aspiration level is less than that for males.
2. Females' fantasy career choice is equal to male fantasy career choice. Females are expected to increase the level of career considered when they "fantasize"; males, chose higher level careers to begin with.
3. Female Fantasy career choice is greater than their realistic career choice. Because females are not always encouraged to choose careers that are most challenging and interesting, they tend to dream about more challenging careers than those they choose to enter.
4. Male Fantasy career choice is similar to their realistic career choice. Because most males are encouraged to choose careers that are challenging, they dream about careers similar to those they choose to enter.

5. Females score higher than males in their endorsement of a life plan which indicates they plan to combine home and career roles.
6. Career Commitment will differ for males and females with males scoring higher.
7. Homemaking Commitment differs for males and females, with females scoring higher
8. The proportion of females choosing Traditional, Nontraditional and Mixed Realistic and Fantasy Careers is different from that for males.

For the factors in the conceptual Model it was predicted that:

A. Career Commitment is significantly related to some measures in the Background, Self Concept, and Context measures.
B. Homemaking Commitment is significantly related to an Expressive Self-Concept for both sexes, since it measures a nurturant, caring self-concept.
C. Sex-differences on predictor variables will be significant for at least one Self-concept and at least one Context measure.

Sex differences on the Homemaking, Expressive and Instrumental factors were examined by item in order to determine if some items were more sex differentiated than others for this age group.

Findings: Life Plans

As Table 4 indicates hypotheses 1,2,4,5 and 6 were not supported. Hypotheses 3,7 and 8 were supported.

Rather than choosing lower level realistic careers girls chose significantly higher ones compared to boys. For both sexes their fantasy career choices were significantly higher than their realistic career choices (Table 5) The differences for fantasy and realistic career choices were not, in fact, very large, although statistically significant.

Table 6 presents data comparing subjects choice of Traditional (67% or more same sex), Nontraditional (67% or more opposite sex) and Mixed (34-66% either sex) careers. More girls are choosing Nontraditional careers than boys at this point in time. Fantasy career choices include more Mixed careers for both sexes, compared to Realistic career choices. Hypotheses 8 was supported.

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Insert Tables 4, 5 & 6 about here

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The level of importance of a career (WS Career) was similar for both sexes, whereas the importance of homemaking (WS Homemaking) was higher for girls than boys as predicted. The item assessing student valuing of sharing responsibility for homemaking (boys)/financial support (girls) with their future wife or husband was endorsed highly by both boys and girls, and did not discriminate between them as predicted. One item on the WS Homemaking factor: "I would be very satisfied, if possible, to devote full-time to home and family" (Table 7) was also endorsed similarily by both sexes. When items on this factor asked students to choose career over family or to treat them equally, strong sex differences emerged (Table 7).

We also examined possible differences for age and ability levels. There were no differences on these items by age. Ability differences followed an expected pattern with high ability students of both sexes choosing higher level careers and educational goals than lower ability students.

Table 8 presents findings related to hypothesis A. The most important relationships were for Expressive, from the Self-Concept block,

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Insert Table 7 & 8 about here

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and for Community Support for Women's Careers' from the Context Block. Table 8 presents the beta weights for variables.

Sex seemed to contribute very little to this analysis. To check this finding further the correlations for predictors with WS Career were inspected by sex. In general the correlations among predictors were similar. However, one sex difference is worth noting. For males WS Homemaking and WS Career were positively related ($r = .15$) whereas for females these criteria were negatively related ($r = -.13$).

Regression analyses were run for seven of the nine schools separately to investigate possible differences between schools. Those schools with an N of 84 or less were not included (2 schools). Different blocks of predictors were signficant for different schools. For three schools, two urban and one rural the Context factors were most important in predicting career commitment, particularly the Teacher Support and the Community Support for Women's Careers factors. For one rural school the Self-Concept factors were most predictive, particularly the Expressive and Self-Esteem factors. Both Self-Concept and Context were important predictors for another urban school. The salient factors here were Expressive, Instrumental, Community Support for Women Working and Parent Support. All three blocks of factors were significant contributers to motivation for the predominantly Black inner city school. Social class was the important

Background factor for this school, Expressive the Self-Concept factor, and Community Support for Women's Careers the Context factor. For the other inner city school, largely Latino, social class was the most important factor, but surprisingly this time low social class predicted high career commitment. For the two schools not included in the regression (both rural) the highest correlation between a predictor and career commitment was for sex. This correlation was significant and positive indicating higher career commitment in these schools for females. From all of these different patterns of predictors we must conclude that it is likely that geographic location, social class or racial makeup contribute to differences in career commitment for adolescents today regardless of sex.

One interesting finding from these analyses was that the Expressive scale was a better predictor of WS Career than the instrumental scale. Being warm, friendly and helpful was more important to WS Career than being a leader, competitive, forceful, individualistic and assertive. An examination of sex differences for items on these two factors indicated that all Expressive items were endorsed significantly more by females. Two Instrumental items were endorsed similarly for males and females, one higher by females and the others more by males (Table 9).

Hypothesis C was supported in that WS Homemaking was found to be significantly correlated (r .27, p .001) to the Expressive factor, but not to other predictors (Table 3).

In order to determine further which predictors were significantly different for the sexes a discriminant analysis was performed (Hypothesis C). The analyses (Tables 10, 11) indicated that girls are more Expressive than boys, and perceive more support for women working from their environment. The hypothesis was supported. Boys for their part are more

Instrumental than girls. Some factors did differentiate the sexes: WS Career, SES, Competitive Achievement Style, Teacher Support, and Parent Support. Discriminant analyses were also conducted for ability groups, SES and age. There were no social class differences on measures studied. Self-Esteem differentiated high from low ability groups (p .000), and ninth grade students scored higher on the Parental Support measure and lower on self-esteem (p .000).

Discussion

Our data indicated that females are choosing equally high educational goals, compared to boys, and choosing higher level realistic careers.

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Insert Tables 9, 10 & 11 about here

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An important question related to these findings is whether or not such aspirations hold up in the post high school years. For males, Porter (1974) found that high educational and career aspirations were predictive five and ten years later. For females Spitze and Waite (1978) found that intervening variables such as number of children were negatively predictive for whether or not educational and career aspirations were fulfilled five to ten years later. Earlier Astin and Myint (1971) found that females who received parental encouragement to continue their education past high school, and who had high academic ability especially in areas of math and science also had high aspirations fve years later. It is important to point out that this earlier study may no longer reflect current realities for women and careers. Safilios-Rothschild (1979) summed up the relationship between educational aspirations and educational achievement by noting:

The extent to which educational aspirations correlate with educational attainment is important, particularly to women. Through high school, the correlation is higher for girls than for boys. After high school, the discrepancy between educational aspirations and attainment is greater for women than for men, and this discrepancy increases at the graduate level. This greater incongruency for women is due to intervening variables, such as marriage, children, moving when the husband's job requires it, or the need to support a student husband. (p. 47)

The strong relationship found for the Expressive factor with WS Career bears further examination. The Expressive factor includes such items as sensitivity to the needs of others, helpful, understanding and compassionate. Such values have been found by Super (1970) and Holland (1978) to be related to interest in occupations which provide opportunities to express these values (i.e. social work and teaching). However, research finding a relationship for these values to "career salience" in general is hard to come by. Super's own work with his Work Salience Inventory has not studied these relationships. Studies using alternate measures of work salience such as those reported by Angrist, (1971) and Richardson, 1972) have also not investigated this relationship. What Richardson and Angrist have said is that career salience is particularly important for predicting female educational and career attainment because females have more competing arenas (i.e. marriage and family) in which to express their interests and talents. Future research might well

explore the relationship of an Expressive self-concept to career salience.

Caution should be exercised in making inferences from the relationship found between the Expressive factor and WS Career to relationships found previously for the need for Affiliation and Need for Achievement (Atkinson and Raynor, 1978, Stein and Bailey, 1973). Although the Expressive factor does relate to a friendly, outgoing self-concept there is no necessary relation between these traits and a need for affiliation. A study to investigate possible relationships among these variable would be useful, however, in clarifying how a "helpful" self concept relates to career and achievement motivation.

The similar endorsement by boys and girls of a life plan that combines homemaking and career was unexpected. Change in social role expectations for boys was, however, also reflected in the positive relationships found for the WS Homemaking scale to WS Career ($p < .05$) for boys. Followup studies would be important to determine the actual behavior of these boys and girls five and ten years later as they engage in work and family roles.

Males and females can be discriminated on Expressive and Instrumental dimensions, however the sex differences on the Instrumental factor are less strong than Bem's data with college aged adults would suggest. The extent to which developmental, age related differences have influenced the high school student's scores on Bem's Instrumental factor is important to keep in mind. This age related difference is consistent with develop-

mental findings related to the later development of autonomy and independence (Loevinger, & Wessler 1970, Hogan, 1973). It is possible that followup studies with students studied in the present study would find a different pattern of relationships.

There is much unfinished business in this research project. For example we need to test the contribution that each school makes to the motivation of these boys and girls. We need more sensitive measures for some of the factors, for example the collaborative and competitive scales.

Summary

Highlights among findings were that girls are choosing higher level careers in high school than boys. Followup studies are needed to determine what careers these adolescents actually end up in. A second highlight was the finding that there is a strong relationship between being Expressive (warm, helping) and career commitment for both sexes, and a weaker relationship for being Instrumental (individualistic, competitive). Boys do not differ from girls in their endorsement of a life plan which indicates they will share equally the parent role, although homemaking commitment was significantly higher for girls.

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Table 1

Some Subject Characteristics

Characteristic	Percent
Boys	47
Girls	53
9th Grade	59
12th Grade	41
D Ability	2
C Ability	37
B Ability	52
A Ability	10
Social Class	
1st Quartile	29
2nd Quartile	29
3rd Quartile	16
4th Quartile	26
Race	
White	72
Black	10
Spanish	7
Asian	1
Am. Indian	2
Mixed	8

Table 2

Summary Statistics for Predictor and Criterion Measures for High School Students

(N=854)

Variable	# of items	M	SD	Reliability
Self-Concept				
Expressive	14	3.94	.51	.87
Instrumental	10	3.49	.57	.80
Self-Esteem	14	3.11	.62	.82
Competitive Achievement Style	2	3.62	.93	.66
Collaborative Achievement	4	4.10	.79	.81
Context				
Parental Support	9	4.11	.55	.65
Teacher Support	9	3.62	.55	.67
School Support	2	3.42	1.07	.88
Community Support for Women's Careers	12	3.48	.75	.89
Personal Career Influences	8	2.85	.85	.84
Criteria				
WS Career	14	3.89	.51	.84
WS Homemaking	7	3.54	.74	.79
GPA estimate[a]		2.79	.65	
Duncan social class index		53.64	30.11	

[a] reliabilities based on the correlation of the GPA estimate with actual achievement scores ranged from low of .44 - .93 for schools.

Table 3

Correlations for 9th and 12th Grade Students in Nine Schools

(N=854)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Sex	1.00														
GPA	.13														
SES	.01	.10													
Expressive	.29	.14	.05												
Instrumental	-.15	.13	.11	.38											
Collaborative	.19	.08	.00	.18	.01										
Self-esteem	.03	.32	.05	.11	.10	.08									
Competitive	.03	.17	.06	.08	.11	.17	.07								
Community Support	.43	.21	.06	.19	.02	.14	.25	.08							
School Support	-.03	.10	.06	.03	.01	.04	.16	.04	.15						
Career Influencers	.15	.00	.00	.12	.11	.02	.06	.05	.07	.06					
Teacher Support	.14	.12	.02	.29	.10	.17	.15	.14	.10	.07	.15				
Parental Support	.01	.26	.13	.18	.20	.15	.23	.14	.07	.02	.10	.26			
WS Homemaking	.19	.08	-.03	.27	.04	.11	.03	.04	.10	-.01	.12	.14	.13		
WS Career	.16	.18	.04	.35	.25	.20	.20	.08	.34	.08	.15	.26	.19	.03	

Table 4

Life Plans Compared for Male and Female Adolescents

(N=854)

Variable	Males M	Males SD	Females M	Females SD	t
Educational Aspiration	2.75	1.46	2.83	1.45	-.93
Realistic Career Choice	64.27	30.53	70.89	28.85	-3.89****
Fantasy Career Choice	65.59	29.08	71.03	26.98	-3.38****
Family & Career	4.25	.91	4.11	.96	1.68
WS Career	3.80	.54	3.96	.48	-1.95
WS Homemaking	3.39	.71	3.66	.74	-5.27****

Table 5

Comparison of Fantasy and Realistic Career Choices

For Male and Female Adolescents

Main Effect	df	MS	F
Between: Males	48	2814.36	4.30****
Within: Males	475	653.85	
Between: Females	44	3763.97	7.62****
Within: Females	597	493.99	

Table 6

Percent Adolescent Boys and Girls Choosing Traditional, Nontraditional and Mixed Careers

	Male	Female
Realistic Career		
Traditional	79	48
Nontraditional	3	35
Mixed	18	17
Fantasy Career		
Traditional	72	44
Nontraditional	3	34
Mixed	25	22

Realistic Career Chi square 201.91, df 3, p .0000

Fantasy Career Chi square 227.55, df 3, p .0000

Table 7

Sex Differences for Items on the Work Salience

Homemaking Factor

(N=854)

Item	Male M	Male SD	Female M	Female SD	t
I feel that marriage and family are more important than having a career	2.76	1.1	3.00	1.2	-3.47****
I would never let my career take priority over my family	3.78	1.1	4.03	1.0	-4.22****
I would be very satisfied, if possible, to devote full time to home and family	3.25	1.2	3.28	1.2	- .48
I consider marriage and having a family very important	3.89	1.0	4.02	1.0	-2.89*
To me, marriage and family are as important and satisfying as pursuing a career	3.53	1.1	3.80	1.1	-4.14****
I prefer to pursue my career without the distractions of marriage children, and/or a household	3.38	1.2	3.62	1.3	-3.17*
I would rather have a career than a family	3.28	1.1	3.57	1.1	-4.49****

x p .05

p .0000

a. these items were reversed for scoring

Table 8

Canonical Variate One for WS Career and WS Homemaking

Variable	Standardized weight
Sex	.00
GPA	.07
SES	-.04
Expressive	.45
Instrumental	.20
Collaborative	.20
Self-Esteem	.06
Competitive	-.04
Community Support for Women's Careers	.40
School Support	.02
Personal Career Influences	.17
Teacher Support	.22
Parent Support	.12

R^2 33; .61; p .0000; WS Career standardized weight .87; WS Homemaking standardized weight .43

Table 9

Sex Differences for Items on the Bem Instrumental Factor

Items Endorsed More by		
Males	Females	No Difference
willing to take a stand	assertive	individualistic
aggressive		defends own beliefs
acts as leader		
competitive		
forceful		
leadership ability		
dominant		

Table 10

Sex Differences[a] on Measures Related to Career Motivation

(N=854)

Variable	Standardized Weight
GPA	.17
SES	.00
Expressive	.56
Instrumental	-.52
Collaborative	.17
Competitive	-.05
Community Support for Women's Careers	.72
Personal Career Influences	-.18
Teacher Support	.23
Parent Support	.08
Self Esteem	-.09
WS Homemaking	-.19
WS Career	.13

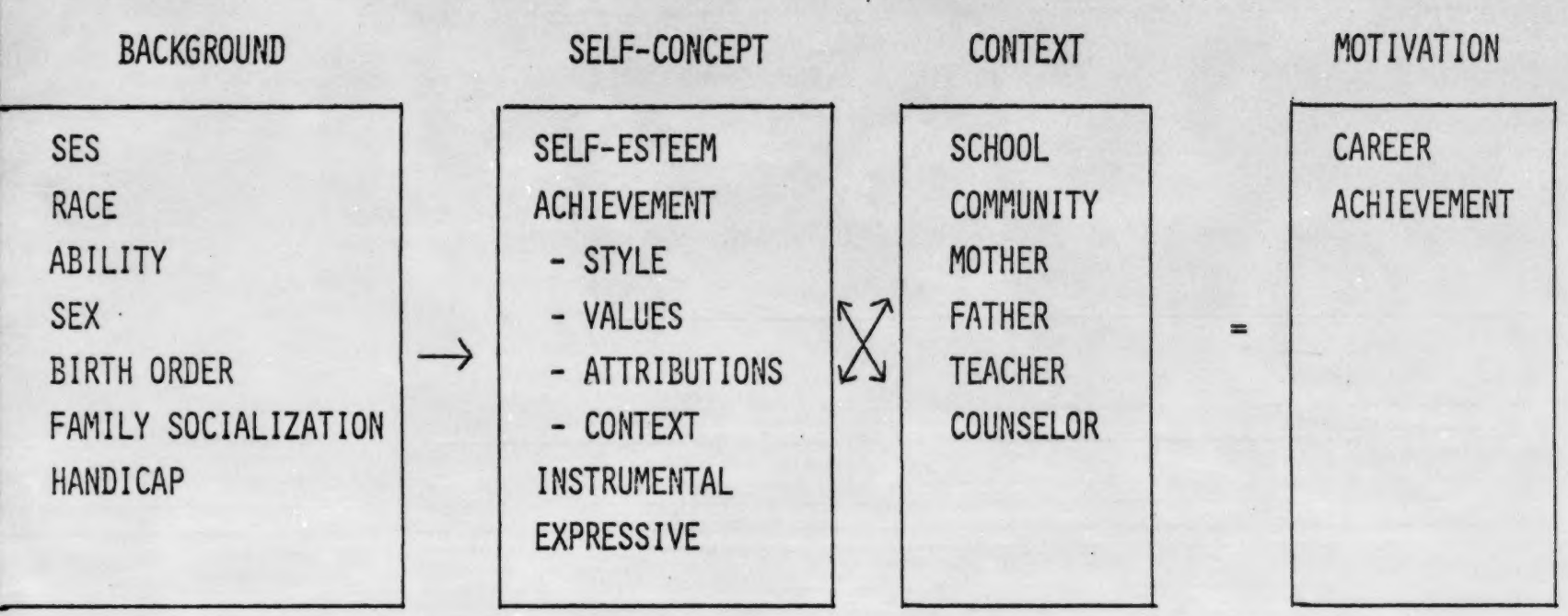
a. Discriminant Analysis was used, R^2 35; .66, p .0000, Male centroid -.82, 78% correctly classified; Female centroid .64, 77% correctly classified.

Table 11

Summary Statistics by Sex for Measures Related to Career Motivation

(N=854)

Measure	Males		Females	
	M	SD	M	SD
GPA	2.7	.7	2.9	.6
SES	53.9	30.4	53.5	29.9
Expressive	3.8	.5	4.1	.5
Instrumental	3.6	.6	3.4	.6
Collaborative	3.9	.8	4.2	.8
Self-Esteem	3.1	.6	3.1	.6
Competitive	3.6	.9	3.6	.9
Community Support for Women's Careers	3.1	.7	3.8	.7
School Support	3.5	1.0	3.4	1.1
Personal Career Influences	2.7	.9	3.0	.8
Teacher Support	3.5	.5	3.7	.5
Parent Support	4.1	.6	4.1	.6
WS Homemaking	3.4	.7	3.7	.7
WS Career	3.8	.5	4.0	.5


BACKGROUND
SES
RACE
ABILITY
SEX
BIRTH ORDER
FAMILY SOCIALIZATION
HANDICAP
SELF-CONCEPT
SELF-ESTEEM
ACHIEVEMENT
- STYLE
- VALUES
- ATTRIBUTIONS
- CONTEXT
INSTRUMENTAL
EXPRESSIVE
CONTEXT
SCHOOL
COMMUNITY
MOTHER
FATHER
TEACHER
COUNSELOR
=
MOTIVATION
CAREER
ACHIEVEMENT